



Hannah-Pamplico Elementary/Middle

2131 South Pamplico
Pamplico, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-8 Elementary School | |
| Enrollment | 881 Students | |
| Principal | Debbie M. Carter | 843-493-2061 |
| Superintendent | Dr. Steve W. Quick | 843-493-2502 |
| Board Chair | Mr. Thadis D. Calcutt | 843-493-0626 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|----------------------|----------------|
| 2008 | Below Average | At-Risk |
| 2007 | Average | At-Risk |
| 2006 | Average | At-Risk |
| 2005 | Average | Below Average |
| 2004 | Average | Below Average |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

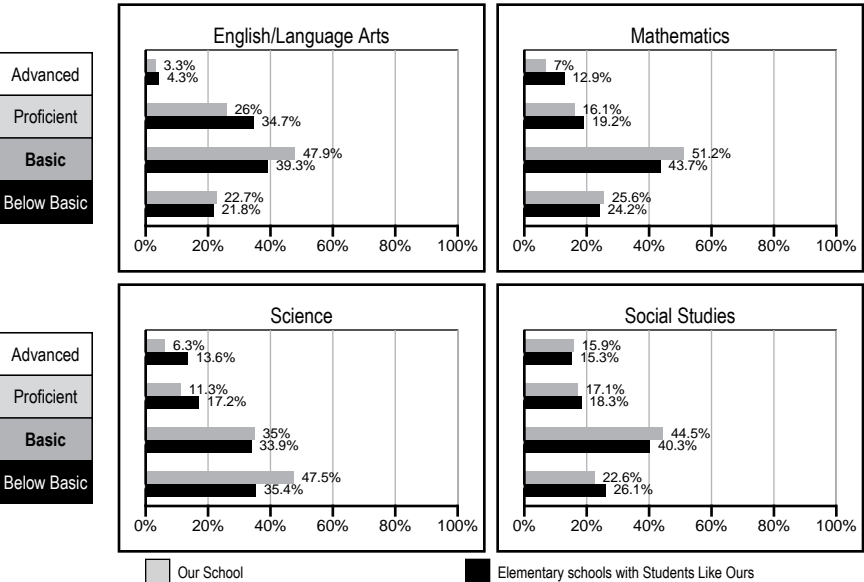
Percent of students tested in 2007-08 whose 2006-07 test scores were located 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 4 | 49 | 35 | 1 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=881) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 4.1% | Down from 4.7% | 2.7% | 2.3% |
| Attendance rate | 96.1% | Up from 95.8% | 96.2% | 96.3% |
| Eligible for gifted and talented | 6.2% | Down from 8.2% | 9.2% | 10.4% |
| With disabilities other than speech | 12.8% | Down from 13.0% | 8.7% | 7.5% |
| Older than usual for grade | 4.5% | Up from 3.6% | 0.8% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.5% | Down from 2.6% | 0.0% | 0.0% |
| Teachers (n=57) | | | | |
| Teachers with advanced degrees | 59.6% | Up from 52.6% | 56.4% | 56.7% |
| Continuing contract teachers | 77.2% | No Change | 80.0% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 2.1% | 0.0% | 0.0% |
| Teachers returning from previous year | 87.8% | Down from 89.0% | 86.7% | 86.4% |
| Teacher attendance rate | 94.2% | Up from 93.6% | 94.7% | 94.9% |
| Average teacher salary | \$45,627 | Up 6.0% | \$45,317 | \$45,345 |
| Professional development days/teacher | 13.1 days | Up from 11.6 days | 12.9 days | 12.6 days |
| School | | | | |
| Principal's years at school | 2.0 | No Change | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.7 to 1 | Down from 21.0 to 1 | 18.5 to 1 | 18.5 to 1 |
| Prime instructional time | 89.3% | Up from 88.5% | 89.3% | 89.8% |
| Opportunities in the arts | Good | Up from Fair | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.3% | 100.0% | 100.0% |
| Character development program | Average | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$5,832 | Up 5.8% | \$6,982 | \$7,052 |
| Percent of expenditures for instruction* | 72.7% | Down from 73.9% | 68.8% | 69.1% |
| Percent of expenditures for teacher salaries* | 66.0% | Down from 68.6% | 64.8% | 64.2% |

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Hannah-Pamplico Elementary Middle, grade-level teaming, vertical curriculum teaming, authentic learning, and Measures of Academic Progress skills focused on making each student successful. This was our third year of a technology initiative through which all classrooms at HPEM will be equipped with electronic whiteboards and surround-sound systems; every team will have document cameras, activslates and activates; and every middle school team will have activexpressions devices by the start of the 2008-2009 school year. We focused teacher staff development on literacy across the content areas, technology integration, standards-based assessments, and differentiated instruction.

One of our teachers was accepted into the coach program to serve HPEM as a math/science coach. All of our teachers have continued to grow, and several have attained advanced degrees. Six eighth graders were named South Carolina Junior Scholars, and twelve fourth and fifth graders were named Duke TIP Scholars. An eighth grader and a fifth grader won the Lt. Governor’s Writing Award, and an eighth grader placed second in the regional spelling bee.

Our Academic team, athletic teams, and mock trial team all participated in regional competitions. All students participated in our fine arts program. Our elementary students passed 18,297 Accelerated Reader book tests. Our students raised over \$2700 for the Heart Association, and our eighth graders marched for the first time in new graduation gowns purchased for them by our Junior Beta Club.

Parents, grandparents, and community members actively participated in Grandparents’ Day, Field Day, Month of the Young Adolescent activities, Pastries for Parents, Arts festival, PACT Workshops, Authors’ Tea, etc. Our PTO was very active, and with the assistance of our School Improvement Council, has begun planning for next year. HPEM is a member of the School-Parent-Community Liaison and National Network of Partnership Schools through the Francis Marion University Center of Excellence. As always, we are proud of our school and the community it represents.

Debbie M. Carter, Principal
Greg Poston, SIC President

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 49 | 95 | 80 |
| Percent satisfied with learning environment | 100.0% | 86.3% | 83.3% |
| Percent satisfied with social and physical environment | 100.0% | 85.1% | 82.5% |
| Percent satisfied with school-home relations | 91.5% | 92.6% | 80.8% |

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

| | |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|---------------------|
| School Improvement Status | Plan to Restructure |
|---------------------------|---------------------|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.1% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| All Students | 522 | 99.6 | 32.9 | 42.7 | 21.3 | 3.1 | 34.8 | 34.8 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 257 | 99.6 | 36.9 | 44.7 | 17.3 | 1.2 | 26.3 | 26.3 | 41.7 | N/A | N/A |
| Female | 265 | 99.6 | 28.9 | 40.6 | 25.4 | 5.1 | 43.4 | 43.4 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 254 | 100 | 23.6 | 43.6 | 27.6 | 5.2 | 46.4 | 46.4 | 60 | Yes | Yes |
| African American | 253 | 99.2 | 41.7 | 42.5 | 15 | 0.8 | 23.1 | 23.1 | 31.7 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 70.4 | I/S | I/S |
| Hispanic | 15 | 100 | 42.9 | 28.6 | 21.4 | 7.1 | 35.7 | 35.7 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 111 | 100 | 58.7 | 39.4 | 0.9 | 0.9 | 8.3 | 8.3 | 16 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 11 | 100 | 45.5 | 36.4 | 18.2 | 0 | 27.3 | 27.3 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 352 | 99.4 | 38 | 43.9 | 16.1 | 2 | 26.9 | 26.9 | 34 | No | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 522 | 99.6 | 31.9 | 47.9 | 13.3 | 6.8 | 30.1 | 30.1 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 257 | 99.6 | 34.1 | 47.1 | 11.8 | 7.1 | 28.6 | 28.6 | 45.6 | N/A | N/A |
| Female | 265 | 99.6 | 29.7 | 48.8 | 14.8 | 6.6 | 31.6 | 31.6 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 254 | 100 | 24 | 43.6 | 21.2 | 11.2 | 44.8 | 44.8 | 59 | Yes | Yes |
| African American | 253 | 99.2 | 39.7 | 52.6 | 5.3 | 2.4 | 15.4 | 15.4 | 26.9 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 71.3 | I/S | I/S |
| Hispanic | 15 | 100 | 35.7 | 42.9 | 14.3 | 7.1 | 28.6 | 28.6 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 111 | 100 | 69.7 | 26.6 | 2.8 | 0.9 | 4.6 | 4.6 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 11 | 100 | 45.5 | 36.4 | 18.2 | 0 | 27.3 | 27.3 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 352 | 99.4 | 38 | 51.2 | 7.3 | 3.5 | 19.6 | 19.6 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|---------------------------|-----------------------------|
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|---------------------------|-----------------------------|

Science

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students | 351 | 99.4 | 48.5 | 35.4 | 9.4 | 6.7 | 16.1 | 16.1 | 35.7 | 96.1 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 174 | 99.4 | 50.6 | 33.1 | 9.9 | 6.4 | 16.3 | 16.3 | 37.4 | 95.9 | 95.9 |
| Female | 177 | 99.4 | 46.5 | 37.6 | 8.8 | 7.1 | 15.9 | 15.9 | 33.8 | 96.3 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 160 | 100 | 34 | 37.2 | 15.4 | 13.5 | 28.8 | 28.8 | 49.2 | 95.5 | 95.5 |
| African American | 183 | 98.9 | 61.2 | 33.7 | 3.9 | 1.1 | 5.1 | 5.1 | 17 | 96.8 | 96.8 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 58 | N/A | N/A |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.9 | 96.1 | 96.1 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 37.4 | N/A | N/A |
| Disability Status | | | | | | | | | | | |
| Disabled | 68 | 100 | 81.8 | 15.2 | 3 | 0 | 3 | 3 | 14 | 95 | 95 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.4 | 95.7 | 95.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 234 | 99.2 | 56 | 35.6 | 6.2 | 2.2 | 8.4 | 8.4 | 21.1 | 95.9 | 95.9 |

Social Studies

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students | 352 | 99.7 | 39.8 | 34.9 | 13 | 12.4 | 25.4 | 25.4 | 34 | 96.1 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 172 | 100 | 38 | 32.7 | 14 | 15.2 | 29.2 | 29.2 | 36.6 | 95.9 | 95.9 |
| Female | 180 | 99.4 | 41.5 | 36.9 | 11.9 | 9.7 | 21.6 | 21.6 | 31.3 | 96.3 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 167 | 100 | 33.7 | 33.7 | 14.5 | 18.1 | 32.5 | 32.5 | 44.5 | 95.5 | 95.5 |
| African American | 173 | 99.4 | 45.9 | 35.9 | 11.2 | 7.1 | 18.2 | 18.2 | 19.1 | 96.8 | 96.8 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 58.9 | N/A | N/A |
| Hispanic | 12 | 100 | 36.4 | 36.4 | 18.2 | 9.1 | 27.3 | 27.3 | 27.5 | 96.1 | 96.1 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.7 | N/A | N/A |
| Disability Status | | | | | | | | | | | |
| Disabled | 79 | 100 | 59 | 30.8 | 3.8 | 6.4 | 10.3 | 10.3 | 14.4 | 95 | 95 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.3 | 95.7 | 95.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 246 | 99.6 | 45.5 | 35.5 | 12 | 7 | 19 | 19 | 21 | 95.9 | 95.9 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|----------------------------------|----------|---------------|---------|--------------|------------|-------------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 85 | 98.8 | 10.3 | 37.2 | 43.6 | 9 | 52.6 |
| | 4 | 95 | 100 | 15.1 | 51.6 | 32.3 | 1.1 | 33.3 |
| | 5 | 88 | 100 | 36.5 | 37.6 | 24.7 | 1.2 | 25.9 |
| | 6 | 95 | 100 | 39.5 | 44.2 | 15.1 | 1.2 | 16.3 |
| | 7 | 97 | 100 | 43.8 | 39.3 | 15.7 | 1.1 | 16.9 |
| | 8 | 89 | 100 | 34.1 | 40.2 | 22 | 3.7 | 25.6 |
| 2008 | 3 | 69 | 100 | 13.4 | 35.8 | 41.8 | 9 | 50.7 |
| | 4 | 84 | 98.8 | 20.7 | 50 | 25.6 | 3.7 | 29.3 |
| | 5 | 96 | 100 | 29.8 | 55.3 | 14.9 | 0 | 14.9 |
| | 6 | 91 | 100 | 48.9 | 27.8 | 17.8 | 5.6 | 23.3 |
| | 7 | 98 | 99 | 45.3 | 34.7 | 17.9 | 2.1 | 20 |
| | 8 | 84 | 100 | 32.5 | 51.8 | 15.7 | 0 | 15.7 |
| Mathematics | | | | | | | | |
| 2007 | 3 | 85 | 100 | 26.6 | 54.4 | 13.9 | 5.1 | 19 |
| | 4 | 95 | 100 | 26.9 | 36.6 | 24.7 | 11.8 | 36.6 |
| | 5 | 88 | 100 | 30.6 | 47.1 | 8.2 | 14.1 | 22.4 |
| | 6 | 95 | 100 | 22.1 | 51.2 | 20.9 | 5.8 | 26.7 |
| | 7 | 97 | 99 | 33 | 52.3 | 8 | 6.8 | 14.8 |
| | 8 | 89 | 100 | 29.3 | 54.9 | 8.5 | 7.3 | 15.9 |
| 2008 | 3 | 69 | 100 | 20.9 | 53.7 | 19.4 | 6 | 25.4 |
| | 4 | 84 | 98.8 | 29.3 | 51.2 | 11 | 8.5 | 19.5 |
| | 5 | 96 | 100 | 25.5 | 48.9 | 19.1 | 6.4 | 25.5 |
| | 6 | 91 | 100 | 43.3 | 30 | 14.4 | 12.2 | 26.7 |
| | 7 | 98 | 99 | 33.7 | 49.5 | 10.5 | 6.3 | 16.8 |
| | 8 | 84 | 100 | 36.1 | 56.6 | 6 | 1.2 | 7.2 |
| Science | | | | | | | | |
| 2007 | 3 | 42 | 100 | 28.9 | 39.5 | 23.7 | 7.9 | 31.6 |
| | 4 | 95 | 100 | 36.6 | 38.7 | 12.9 | 11.8 | 24.7 |
| | 5 | 45 | 100 | 52.3 | 27.3 | 4.5 | 15.9 | 20.5 |
| | 6 | 48 | 100 | 53.3 | 26.7 | 11.1 | 8.9 | 20 |
| | 7 | 97 | 100 | 43.7 | 35.6 | 12.6 | 8 | 20.7 |
| | 8 | 46 | 93.5 | 22.5 | 42.5 | 15 | 20 | 35 |
| 2008 | 3 | 34 | 100 | 34.4 | 34.4 | 21.9 | 9.4 | 31.3 |
| | 4 | 84 | 98.8 | 51.2 | 34.1 | 8.5 | 6.1 | 14.6 |
| | 5 | 47 | 100 | 50 | 37 | 8.7 | 4.3 | 13 |
| | 6 | 46 | 100 | 65.2 | 17.4 | 2.2 | 15.2 | 17.4 |
| | 7 | 98 | 99 | 44.2 | 43.2 | 7.4 | 5.3 | 12.6 |
| | 8 | 42 | 100 | 43.9 | 39 | 14.6 | 2.4 | 17.1 |
| Social Studies | | | | | | | | |
| 2007 | 3 | 43 | 100 | 9.8 | 39 | 39 | 12.2 | 51.2 |
| | 4 | 95 | 100 | 34.4 | 49.5 | 10.8 | 5.4 | 16.1 |
| | 5 | 43 | 97.7 | 41.5 | 31.7 | 14.6 | 12.2 | 26.8 |
| | 6 | 47 | 100 | 26.8 | 34.1 | 26.8 | 12.2 | 39 |
| | 7 | 97 | 100 | 70.1 | 27.6 | 2.3 | 0 | 2.3 |
| | 8 | 43 | 100 | 68.3 | 26.8 | 2.4 | 2.4 | 4.9 |
| 2008 | 3 | 35 | 100 | 8.6 | 42.9 | 28.6 | 20 | 48.6 |
| | 4 | 83 | 100 | 30.5 | 50 | 12.2 | 7.3 | 19.5 |
| | 5 | 49 | 98 | 18.8 | 37.5 | 16.7 | 27.1 | 43.8 |
| | 6 | 45 | 100 | 22.7 | 27.3 | 15.9 | 34.1 | 50 |
| | 7 | 98 | 100 | 66.7 | 20.8 | 10.4 | 2.1 | 12.5 |
| | 8 | 42 | 100 | 64.3 | 35.7 | 0 | 0 | 0 |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample